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# The Camping Magazine

Bernard S. Mason, Ph.D., Editor

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*Courtesy Camp Warren, Minnesota*



# Setting Standards for the Summer Camp

By

HEDLEY S. DIMOCK, Ph.D.

George Williams College

## I

THE SUMMER camp is at the threshold of an era in which it will have to take itself more seriously as an educational enterprise if it wishes to be taken more seriously as a significant factor in education. We believe that "by its fruits" the summer camp is fully justified in being recognized as an important phase of education. We are overly eager, perhaps, for this recognition in the community and nation as an agency of effective education. But the summer camp lacks a central, distinctive, and indispensable characteristic of education conceived either as an agency or as a profession. We have no standards, that is, no commonly accepted set of criteria of desirable practices upon which we base our operations. We lag far behind other aspects and agencies of education in this crucial and conspicuously significant respect.

May I assume that we are all familiar with the term "standards," which signifies *desirable practices*. We can readily grasp what the concept of standards implies by thinking of such well established social functions as medicine or education, in which fields standards have been definitely formulated and effectively administered. In the field of medicine the most obvious standards have been formulated around the training and practice of doctors and nurses and around the operation of hospitals and clinics. Some of us are more familiar with standards as they are found in the field of formal education. On the college level, for illustration, standards are related to such factors as the competence of teachers as evidenced by their training and experience, and the amount of money per student spent by the institution. This last item is further refined to consider the percentage of the total budget which is spent for educational as compared with adminis-

trative purposes. A third standard concerns the number of teachers in relation to the number of students.

We recognize that despite the fact that some national organizations and many individual campers have developed and applied some commendable standards, the situation in camping is rather chaotic from the standpoint of generally recognized and acceptable standards. Anyone who "loves children or the great out-of-doors," or who cherishes the idea—illusionary or otherwise—that a camp is a pleasant short-cut to financial independence, whether that person has any other qualification or not, may operate what is known to the public as an organized summer camp.

Perhaps more has been done in formulating desirable standards around health than any other aspect of camping, yet we surely have a long way to go even here before we have achieved generally desirable practices. Only a few days ago I received a letter, similar in content, I expect, to those which you receive, perhaps by the score, from a young man who wanted to secure a position in a summer camp. He preferred to serve in the capacity of a camp doctor, as he did last year, when he was a first-year medical student. Anyone who knows the point in a medical curriculum at which the student begins to get anything that would give him any equipment for the practice of medicine will know how well qualified such a person would be for medical duties in a camp. As a medical friend has tersely put it, "He would know considerably less than someone who has taken a three-weeks course in first aid."

We recognize, also, that in spite of the important role of the American Camping Association and of other collective efforts of camp directors to raise the quality of camping, in the interest of more effective outcomes to persons,

in reality camps have been relatively independent and individualistic. They have done more or less what they wanted, and as they wanted. It is a remarkable tribute to the sense of social responsibility of many leaders in the camping movement that, under these circumstances, so many camps have eagerly and energetically sought high standards in health and safety, in leadership personnel and training, in program content and method, and in administrative practices.

## II

This was the situation and the problem faced by the Camp Institute Committee at Chicago two years ago. Parenthetically, it should be stated that the Camp Institute is a cooperative venture of the Chicago Camping Association and George Williams College. The Chicago Camping Association is recognized as the Camp Committee of the Chicago Council of Social Agencies and as the Chicago Section of the American Camping Association. Three major considerations entered into the thinking of the Committee as the idea emerged that the 1935 Institute should be devoted to the problem of standards in camping. First, we believed that although camps are many, camping as an educational enterprise possesses an essential unity. Secondly, we believed that this essential unity would make possible a *collective* effort to take some first steps in the formulation of "desirable practices." Thirdly, we believed that camp directors not only have much to learn from one another but that effective camping must be grounded in a common body of knowledge which has developed largely outside the camping movement itself. If the organized camp is to achieve and maintain a reputable status in the field of education and recreation it must utilize more fully pertinent available knowledge from many fields. Eventually, at least, one body of knowledge, drawn from many sources, will underlie camping practice. The health of campers, for example, is conserved, or damaged, under the same conditions in all kinds of camps, regardless of size, agency, or purpose. Similarly, personality and character outcomes in camp are contingent upon the same conditions whether the camper wears a Scout uniform, a Red Triangle, a bathing suit, or his birthday suit. All camps, in so far as they are a part of education, are exposed to the same

body of knowledge and procedure in the fields of medicine, hygiene, psychology, education, and the other social sciences.

So the Committee issued a call for persons to participate in the Institute, under the caption "Setting Standards in the Summer Camp." There was no promise that the persons attending the Institute would get anything of immediate value to themselves from it. Imagine asking persons to attend a conference with no promise whatever that it would help them to run their camp better the next summer! Persons were invited on the basis of the contribution which might be made eventually to the camping enterprise. If fifty persons had responded to this appeal to work, the Committee would have been satisfied and happy. The response was amazing. Three hundred and thirty-three persons, representing every type of agency operating camps, including a number of persons from Community Chests and Councils of Social Agencies, who are recognizing increasingly the large stake they have in camps, came to the Institute. Even more amazing than the attendance was the way in which the participants worked—and by work, I mean work, with brain, with pencil, with typewriter,—because formulations had to be made and recorded in publishable form. For some of us this was the clearest expression of professional spirit, at least among camping people, that we had yet encountered. By professional spirit I mean a sense of social responsibility which is something much larger than what is embodied in the individual's own practice or agency.

Tentative formulations of desirable practices were made at the Institute in the areas of health and safety; mental hygiene; program; staff selection, supervision, and organization; and administration. The results have been published in the third monograph of the series which has grown out of these annual Institutes. Many, if not most, of you have studied and utilized these tentative formulations of standards. The actual listing of the tentative standards required twenty pages of print. Since some of you probably are not acquainted with this material, it may be well to give a meager idea of the scope, content, and nature of these formulations by referring to a few of the categories in which statements have been prepared and to illustrate a few of these statements.

The suggested standards in the area of *program* cover objectives, activities, guidance, motivation, cooperative planning, grouping, relation to year's work, records, and evaluation or appraisal. Illustrative of suggested standards in these areas are the following statements: "Counselors should be helped to define specific objectives for individual campers. Wherever possible activities which are dominant in non-camp situations should be deliberately encouraged. Resources should be present to make possible intelligent individualizing of the program. Every camp should seek to judge the results of the experience on each individual in the light of the camp objectives. Tent and cabin clientele should be divided into small groups; personal records of campers should be kept, so as to provide better understanding of the campers and their backgrounds by all who deal with them."

The suggested standards for *safety and health* cover the following items: physical condition of site; accident prevention and education; healthful environment; nutrition, rest, and sleep. Illustrations of some of the proposals under these headings are: a registered nurse or graduate physician should be included as a member of the resident camp staff; there should be a proper amount, variety, and quality of food (this statement is broken down into the actual food standards per day per child).

The suggested standards for *staff selection, supervision, and organization* cover the areas of: qualifications of staff, including counselors, specialized personnel, and camp director; technique of selecting staff; staff training and supervision; and staff organization. Qualifications for counselors suggest a minimum of two years of college education, the possession of mental maturity, etc. The staff meetings should deal primarily with items that contribute to the education of staff members rather than with problems in the administration of the camp and its program. A systematic appraisal of all staff members should be made. There should be a group counselor to every six or eight campers. There should be substantial continuity of staff members from year to year.

The suggested standards for *administration* cover: organization, finance and business management, site and equipment, publicity and records. Illustrations of statements in this general category include: the camp should have

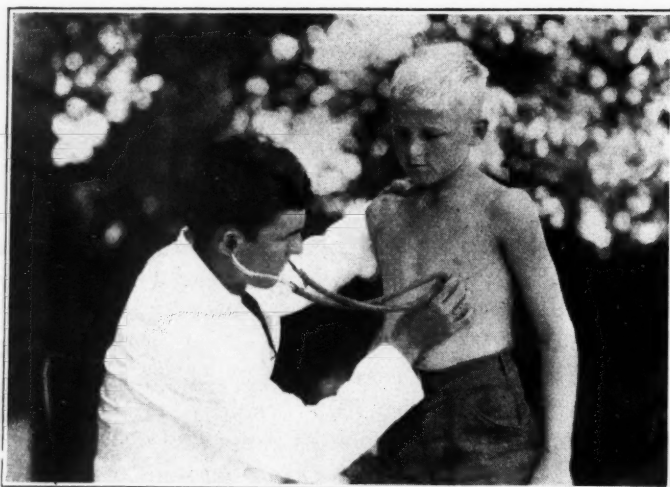
a functioning camp committee representing the public to help develop its operating policy; the camp should have stable and adequate financial resources; financial and cost accounting should enable the camp to know the actual cost of various units of operation. Records should be accurately kept and used for administration, planning, supervision and research.

Last year the Institute took the next steps in the development and application of these standards. These two steps involved: first, a refinement of these statements. There were many places at which facts needed to be secured, in order to discover what is now current practice; at other points there were, and still are, differences of opinion. For example, while the majority of camp directors seem to favor counselors being housed separately from campers, there is as yet no consensus on this matter. Secondly, we started to develop an appraisal attitude and procedure in the hope that eventually camp directors would utilize these and other statements of desirable practice in evaluating their own camps. In order to stimulate this appraisal attitude, we selected five camps to be described in detail on the basis of the standards as formulated. The Institute organized itself in groups to appraise the adequacy of these camps in the light of the proposed standards. The five types of camps selected were: a children's co-educational camp, an organization boys' camp, an organization girls' camp, an adult camp, and a private long-term camp.

This year we shall complete a three-year cycle on standards. We are going to dare the impossible and invite camp directors to appraise their own camps, on the basis of the standards already formulated. The Institute will provide a procedure and the resources of consultants to help camp directors make this appraisal as objectively as possible. In the major task of developing criteria of desirable practices, however, we have gone about as far as we can at the Institute. What we need now is facts gathered by more careful methods of research and on a more comprehensive scale, in order to establish norms of present practices. We also need to secure the most dependable, expert advice at points where the judgment of specialists, rather than prevailing practices, is needed to establish standards. At other points

(Continued on Page 31)





*Courtesy, Cincinnati Y.M.C.A.*

## Insuring Health and Safety for the Summer Camp

By

FRANK HOWARD RICHARDSON, M.D., F.A.C.P.  
Brooklyn, New York, and Black Mountain, North Carolina

PERHAPS as puzzling a question to decide as any that harasses the camp director, is the choice of a policy regarding the medical supervision of his camp. The ideal of course is easy to state,—a camp physician who will reside in camp all summer, who understands the ideals of camping, who has a reputation that will command the confidence of every parent of every camper,—and who can afford to give what he has in return for the relatively limited salary that the camp can afford to pay!

Strange as it may seem, this seemingly impossible combination can sometimes be secured,—for a season or perhaps two, by a director somewhere, when a well-known doctor happens to want to get a complete change from his usual routine, in an interesting situation. But it is so rarely to be obtained, that no camp director can afford to wait for it; and many a director who thought he was securing the ideal, has found before the end of the season that a man can be a wonderful physician and a wretched camp doctor at one and the same time. For the job is no sinecure; and camp ideals are not always easy to grasp or simple to apply. What then shall the camp director do about the choice of his camp doctor?

The obvious solution is to get a young doctor, recently graduated, who can be secured at a nominal salary, to cover the situation. But people who send their children to a first-string camp are accustomed to having medical serv-

ice of the first grade; and they are prone to look with a very dubious eye upon the questionable practice of entrusting the care of their children to someone whom they consider, in spite of his excellent preparation, a mere novice in medicine.

The employment of a camp nurse is one of the finest steps any director can take. But when, as is so often the case, he attempts to use even the best of trained nurses as a camp physician, he departs from sound camp procedure, and opens up a vast field of possible embarrassment for himself. The trained nurse, the druggist, the first aid graduate, are indispensable in their own fields; but the moment they are invested with medical authority and medical responsibility, difficulties begin to threaten. Directors who choose this horn of the dilemma are very likely to find themselves impaled upon its very sharp point.

One possible solution of the problem, for the camp that is situated within a short distance of a summer resort of respectable size, is to employ the local physician as camp doctor, having him make stated visits to camp daily, and taking campers to him who may need immediate aid at other times. Distance from such suitable practitioners makes this impossible for many camps, however; and the time consumed in mere routine morning sick calls may be more than they can afford to devote, in return for what the camp can afford to pay. Then



too in a large camp, sick call should be held at least twice a day; and it is most desirable to have a doctor available for minor injuries and early treatments at all times.

An additional drawback is the fact that none of these various expedients, of course, gives the director the benefit of one of the most important functions of his camp physician,—namely, that of counseling with him concerning the health and safety measures that ought to be observed in camp, what preliminary medical examinations should be asked of applicants, what admission examinations both for general knowledge of campers' physical condition and also for the exclusion of contagion should be made at the beginning of camp, and so forth. Every camp director wants to make his camp the best for sanitation, general health, and freedom from communicable disease that is humanly possible; and here his medical officer should be invaluable, as well as in overseeing the camp program for the purpose of reducing fatigue to the minimum. None of the plans mentioned provide for these important services that the director should have available.

As a result of years of experience with the problems of camps and camp directors, both from the sidelines as a medical consultant and also as a participant in various phases of the program in camps for boys and in those for girls, I believe there is an ideal solution on this problem, that covers all possible contingencies, and gives the director and his camp all the advantages of each of the other plans, without their manifest disadvantages. For this plan, the part-time services of two people, and the full-time services of two more, are required. The functions of each of these may be stated simply and clearly.

1. Every camp should have as camp consultant a physician who is thoroughly conversant with the camp movement, its ideals, its objectives, and its difficulties. He may be a general practitioner, a children's specialist, a public health officer, or a man in some other branch of medicine who is thoroughly interested in the out-of-door life and believes in the benefits it confers upon its followers, especially when they are boys and girls. He need not be situated near the winter home of the director nor near the camp site; though of course either of these is a distinct advantage.

I have in mind a camp consultant, Dr. W. L.

Funkhouser, who gave an outstanding paper at the last annual conference of the Southern Section of the American Camping Association. Dr. Funkhouser lives nearly three hundred miles from a camp of which he is the consultant; and considerably more than twice that distance from the winter home of its director. Yet he outlines the health and sanitation policy for this camp; holds himself responsible for the exclusion of contagious disease and the prevention of avoidable accidents; and outlines the limits of its program from the standpoint of its effect upon the boys whom it serves. He visits camp no more than is necessary to see that his recommendations are carried out by the resident physician; but he holds himself in readiness to make a special trip there any time his presence is required.

The fact that this camp consultant is a certified pediatrician, a children's specialist of national reputation who is professor of his subject in the medical school of a large university, makes his connection with a camp especially valuable. In addition to the benefits that his knowledge of children in health and in disease confers upon the director and his camp, there is a very real prestige that goes with his connection with the camp, and the approval and recommendation that this implies. If one of those unavoidable tragedies that is always in the offing ever occurs, or if unfair criticism of that camp ever develops,—and what director knows when either of these two unpleasant eventualities may come about,—the director is in a very favorable position; for he can point to his consultant as having been satisfied with the precautions taken, and imply thereby that nothing was omitted that could have contributed to the health and safety of the campers.

2. An essential cog in this machine is the resident camp physician. It is quite all right for this man to be a recent graduate, though of course it is much preferable that he be at the end of his hospital internship, instead of at the end of his medical student's course, with the hospital still ahead of him. He is rarely available for more than one season; for the young doctor who has a real future can rarely get away from his practice, once he has commenced it. If the consultant is a teacher in a medical school or a hospital consultant, how-

*(Continued on Page 32)*

*From School Club to Camp*

## Let's Go Fishing

By

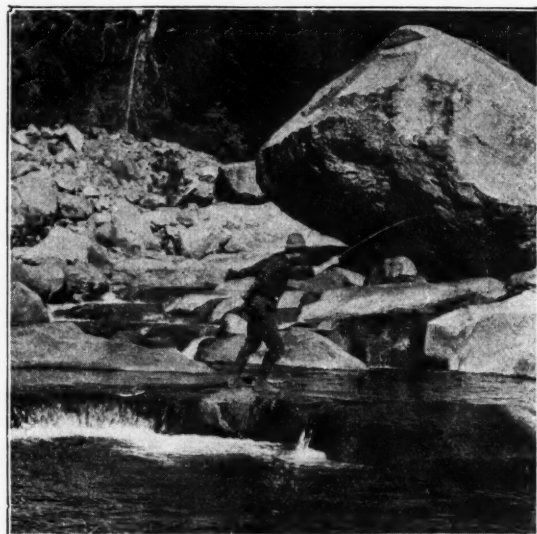
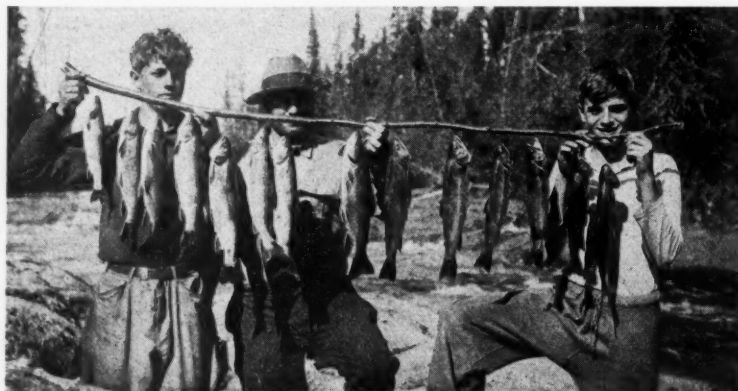
FRANK J. GRAY

**A** SUMMER in the north woods; swimming in cool mountain lakes; exciting canoe trips down unexplored wilderness streams; hours of sailing; climbing mountains; fighting savage trout; evenings by a camp fire; cool restful nights—with all expenses paid. This vacation actually grew out of a fishing club that I sponsored at the Teaneck, New Jersey, High School.

Four years ago six boys came into my classroom and announced: "We want you to help us organize a fishing club. We would like to go on fishing trips and learn to tie flies." This request appealed to me because I was an ardent fly-fisherman and I felt that fishing was the ideal hobby for a boy.

A week later "Ye Anglers" was organized. This club had only eleven members but all were eager to learn everything they could about fly-fishing, fly-tying, and fishing tackle. They searched for books and magazines on angling in the school and community library. At our meetings the members gave talks on "The Care of Fishing Tackle," "How to Fish with Flies,"

*Courtesy Camp Mississauga*



*Courtesy Great Northern Railway*

and "Fishing Laws and Sportsmanship." A professional fly-tyer gave us our first lessons in making artificial lures. Although fly-fishing was stressed in the club, we did not condemn bait-fishing, and I suspect that some of the boys in the organization read articles about the feeding habits of trout with a definite end in view.

A booklet dealing with stream improvement and its effects on fishing was brought to one of our meetings. This started the club on one of its most interesting activities. We arranged a series of trips to local brooks that were stocked annually with adult trout. These trips were made on Saturdays before the fishing season opened. Our improvements were made on a small scale. The depth of pools was increased by building dams made of leaves, branches, and boulders. Logs and rocks were sunk into the pools to serve as hiding places for the trout. The boys often found worms and grubs under the logs and rocks near the brooks. We soon discovered that if we remained quiet for a few minutes the trout could be lured from their hiding places with these bits of food.

Watching the fish made waiting for the opening day difficult. The fishing season started during the Easter vacation and we planned our first trip in detail—it simply had to be a success. We decided to meet at the High School at 4:30 in the morning. Getting to the school before dawn is easy when one is going fishing.

At the first sign of daylight we started to cast. As my first cast straightened out I heard some one near me exclaim: "I've got'm!"

We paused to watch the excited young fisherman whose rod was vibrating under the strain of a lively struggle. The fish leapt into the air several times as it attempted to shake the fly loose. In a few minutes the boy drew the exhausted fish cautiously toward the bank. He slipped the landing net under the fish and held up an eleven inch brook trout for us to admire.

Fishing in New Jersey is usually good on the opening day, and each boy caught at least one trout large enough to keep.

At noon we cleaned our fish, built a fire, and fried our catch. We were cold and that meal of hot trout was just what we needed. One of the boys told me that he had not liked fish before. The fact that he caught the trout made the difference.

Near the end of the school year one of the boys suggested a short camping trip. We discussed the proposal at a club meeting, and four boys obtained permission from home to go on a six-day camping trip. We selected a campsite on the Musconetcong River in the heart of the New Jersey trout fishing region. Then followed a period of intensive planning. Menus were prepared, costs were estimated, and supplies were purchased. We obtained a tent from a club member and a parent furnished transportation. The boys had a splendid time. They learned to do a little camp cooking, to plan their work (especially K.P. duty), to get along with others, and to have confidence in themselves. This trip is now an annual event, and usually begins on the first day of the summer vacation.

As the club grew older more time was spent on fly-tying. We constructed fly-tying vises in our school shop at a cost of fifteen cents each. Several members learned to tie excellent flies, many of which have been sold locally.

Early last year we secured a number of fishing films from a Canadian railway. Canada's best fishing was featured: terrific struggles with giant muskellunges, spectacular battles with leaping salmon, and trout fishing on streams literally teeming with hungry two-pound natives. I realized that my vacation angling in local brooks would be tame compared to the fishing featured in these films. I wanted to go North for the summer, but it was

impossible for me to finance a trip of that type.

A solution for my vacation problem was suggested to me when a boy in the club remarked: "I hope to do a lot of fishing at camp this summer." For days I thought about that remark, and it occurred to me that I might be able to secure a position as a fishing counselor in the area where I wished to fish.

I registered for a position with two agencies, but I did not hear from them. A friend suggested that a camp supply company might be able to place me. I collected photographs, newspaper clippings regarding my club, and samples of flies the boys had tied. The managers of two sporting goods houses took my name and asked me to leave some of the flies with them. Within four weeks I was offered three positions. The contract I signed included transportation, maintenance, and a fair salary.

The camp turned out to be a modified country club for boys. I was assigned to a cabin that housed seven boys and my chief duty as cabin counselor was to see that they

*(Continued on Page 36)*

*Courtesy Canadian Pacific*





# The Magic of a Summer Night

By

MARY S. EDGAR

Glen Bernard Camp  
Canada

ONCE there was a camper who had never seen a fire-fly, and she was nearly nine years old. Something had to be done about it. The Powers-that-Be met in solemn conclave, and the result was that an edict went forth. It read:

"Whereas, in the Junior Camp there has been discovered a Small Person who has never beheld the beauty of a fire-fly, the Leaders thereof are commanded to assemble each and every camper this very night at nine o'clock. They are to proceed to the edge of the Glen. There they will behold a vast number of fire-flies, flashing their silver lamps back and forth through the darkness. If they gather quietly in one place it is possible I may honor them with my presence.

SIGNED: The Queen of the Fire-flies.

The small campers were tucked in bed and kept awake with stories until nine o'clock. Then the procession in pajamas wended its way to the edge of the Glen, which is a deep ravine with slender white birches. There were gasps and exclamations of surprise and thrills of delight, as all the darkness of the Glen glimmered with flickering blue-green lights.

Then on down the hill went the procession to the Lodge where they sat in excited suspense in a great darkened room. Presently, in through the large open windows at the back of the stage, danced the Queen of the Fire-flies. She wore a little garment all shiny with silver sequins and in the front and back there were tiny flash-lights. She had wings of gauzy material and she danced across the floor. She circled about for a few moments, then disappeared through the open window out into the darkness. For a few moments every small camper held her breath, then they talked in excited whispers: "Was it really, truly the Queen of the Fire-flies? It must have been!" Back they trooped to bed excited and happy under the magic spell of a summer night.

## Fire-Flies

She never had seen a fire-fly  
And she was nearly nine!  
Just fancy, tucking a child in bed  
Before the fire-flies shine  
Summer after summer  
Till one is nearly nine!

Now if she had missed the fairies  
You perhaps might understand  
For fairies are quite exclusive—  
A shy and timid band,  
But fire-flies glow like star-dust  
O'er all the meadow land.

I wakened her from slumber  
And led her down the hill,  
The grass was wet with dew-drops  
And everything was still,  
When suddenly all through the Glen  
We saw the darkness fill.

"Oh see, they're having a party!"  
Excitedly she spoke:  
"I never dreamed that there could be  
So many Fire-fly Folk.  
It's like the sky turned upside down—  
And can't you smell the smoke!"

What would you give to be nearly nine  
And to fare abroad some night  
Into a world of magic  
Lit by a fire-fly light,  
Wouldn't you forfeit your grown-up world  
For that thrill of sheer delight?



A Camp Director Chats to His Counselors—

## The Camp Counselor as a Promoter

The Fifth of a Series of  
Counselor Talks

By

C. WALTON JOHNSON  
Director, Camp Sequoyah

**J**UST at this time about 20,000 American and Canadian camps for boys and girls are in the midst of a great nation-wide promotion campaign to secure 2,000,000 campers. Some of these camps will secure a full enrollment without much effort, while others will resort to high pressure methods and still not get their quota of campers. Camp directors are eagerly seeking a solution to the camp promotion problem, which has resulted in much unfriendly competition, unseemly and even unethical practices by over-zealous and untrained counselors and representatives. On the other hand, thousands of counselors who feel an obligation to help secure a full enrollment for their camps are utterly discouraged as a result of their inability to sign up campers. These counselors earnestly desire help, and are eager to learn sound promotion methods that get results. The purpose of this article is to give such help.

Securing campers for a camp is distinctly a salesmanship proposition. There are certain definite psychological steps that must be taken in an interview between a counselor and a camp prospect, and these steps must be taken in a definite order which will be explained later. The same principles and methods used in selling automobiles, real estate, or insurance are used in selling a camp. The psychology of the appeal is somewhat different except in the case of life insurance when the appeal, as in soliciting a child for a camp, is largely to the emotions and altruistic interests. From the standpoint of salesmanship, securing a camp enrollment is one of the easiest sales to make, for the reason that the appeal is based almost entirely on a parent's love and responsibility for those nearest and dearest to him.

There are a few difficulties that are peculiar to camp selling. Securing a child for a camp usually requires more time, and more follow-up

work than is required in selling things that can be put to immediate use. Parents do not feel much urgency about reaching a definite decision regarding camp until just before the camp opens. A camp director, however, cannot wait until the week before camp opens to secure enrollments. Nevertheless, a decision to send a child to a summer camp involves so many questions that the matter cannot be rushed. Parents are slow in reaching a decision about a matter that affects so vitally the life of their child. Then, too, the summer plans of the entire family frequently hinge upon where, when, and whether the children go to camp. An early contact with the prospective camp patron, however, is most important. The long period of follow-up gives the counselor an excellent opportunity to prove his genuine interest in the child and to educate the parents regarding the real values of camping. If full confidence in the counselor and in the camp is established during this period of cultivation, he has an excellent chance to get the application when the decision is finally reached. After a child has once attended camp, and wishes to return to the same camp, enrollment for the next season should be made early, even months in advance.

Another difficulty in camp promotion is the fact that three people must be sold, the mother, the father, and the child—and sometimes the grandparents. The parents should be approached first, but the child must be sold on the idea of going to camp before the parents are asked to make a decision. Most children are allowed to attend the camp of their own choice, and when the choice is left to the child, it is based on personal relationships. Therefore, the counselor must win the child, and sometimes this is more difficult than securing the consent of the parents. While it is worthwhile to spend much time and some money in an effort to win the child, yet, it is unwise to attempt to "buy"

children with shows, parties, and so forth. To cultivate boys or girls in this way, you must know them so well and have such a genuine and personal interest in them, that they will not associate your favors and kindnesses with your efforts to get them to go with you to camp. A child can sense insincerity immediately and you are only wasting your time and money when your cultivation is obviously motivated by a desire to sign the child for camp. Unless you are deeply and genuinely interested in the good you can do a child by getting him to go to camp, you should not attempt to do camp promotion work.

When counselors are out soliciting campers they are also doing two other things of even more significance: they are (or should be) educating people as to the real values of camping, and they are either building up or tearing down good will for their respective camps and for camping in general. Good will is the most priceless possession any camp can have. A counselor actually signs up only about one out of twenty people whom he interviews. It is most important, however, to interview all prospects in such a way as to gain the good will of the nineteen families who did not enroll their children. The failure to secure the good will of these nineteen families will more than offset the value of the one enrollment secured. Be sure that every person you interview will thereafter have a favorable opinion of your camp. If such a person should be asked about your camp later, there should be some such reply as this: "I have never seen the camp and do not know much about it, but if all of the counselors on the staff are like the one that came to see me, it must be wonderful camp." It is better that a person never learn of your camp than to have an unfavorable impression of it. The person who never hears of your camp certainly will do it no harm. The favorable opinion and disinterested recommendation of a camp by a person who has no connection with it is often worth more than the enthusiastic endorsement of a satisfied patron.

You must constantly keep in mind that you are not selling a commodity, a security, or even a protection. Neither are you selling memberships in a summer camp. You are selling a SERVICE—an educational, personality-developing service. You are selling a cooperative service which seeks to join hands with parents in the education and training of their children.

Your object is to persuade parents to give son or daughter an educational opportunity and that you have in your camp the kind of an educational opportunity that they have been seeking for their children.

Once you get across the idea of camping as an experience that educates, determines motives, changes attitudes, and results in growth (growth of body, yes, but more particularly growth in personality and character), you will have little difficulty securing enrollments. You will then convince parents that camping is more than board and room, more than an outing, more than supervised recreation, even more than a program of interesting activities, and that here is an educational opportunity they cannot afford to deny their children regardless of what their wealth can provide for them at home. This concept of a summer camp will cause you as a counselor to think first in terms of the needs and interests of the children you solicit, and enable you to convince parents that you, and the management of your camp, are more interested in children than in camp fees.

There are a few special characteristics, which every counselor who attempts promotion work should possess. The first of these characteristics is *a love of the truth*. "If the truth won't sell it, don't sell it" is a fine slogan for every salesman, regardless of what he is selling. Confidence is a prerequisite of successful salesmanship, and only the man who loves the truth and is absolutely sincere and honest can establish confidence in himself and in what he represents.

Another essential personal characteristic of a counselor salesman is *courtesy*. The art of selling anything lies in your ability to get people to believe in you and in what you represent and to do what you want them to do. This can be done only by observing all of the laws of courtesy.

Resourcefulness is another characteristic that has secured many campers. The ability to talk on all phases of camping and allied subjects, and to adapt your appeal to the particular needs and interests of your prospect, regardless of the type of child he or she may be, will give parents the feeling that your camp is the camp above all others that will meet the individual needs of their son or daughter. This must be done only when it can be done sincerely. If your camp is not set up to meet the peculiar and individual needs of a certain child,

you do your camp and yourself great harm in making such promises.

*Health* is also a most important personal characteristic of the counselor who attempts camp promotion. A counselor in poor health has great difficulty in making a strong appeal in behalf of the health and physical benefits of camp life. Then, too, enthusiasm and a vigorous personality without which successful selling is difficult are largely dependent upon good health.

The fifth special personal characteristic of a successful salesman is *will power*—the power to acquire and to use the other four characteristics, and the power to hold his own in every interview when personality is pitted against personality and will against will.

These five personal characteristics: truth, courtesy, health, resourcefulness, and will power are fundamental and must be exercised by everyone who would be successful in camp promotion work.

In addition to the above five special characteristics, there are five other fundamental requisites for successful camp promotion. The first of these is *interest in your prospect*. A prerequisite for success as a camp counselor is a genuine, deep-seated interest in youth. This interest in boys and girls must transcend your interest in a position for the summer, and must be stronger than your interest in any financial consideration involved. You cannot feign an interest in camping and get by with it. A feigned interest in your prospect for the purpose of securing him as a camper indicates an insincerity that will eventually undermine all of your promotion efforts and cause them to collapse.

It is self-evident that a salesman must *know* what he is trying to sell. An extensive and authoritative knowledge of camping, and the relation of camping to health, education, and character; and a specific knowledge of your camp should be acquired before you attempt to sell others on the idea of going to camp.

Faith in the integrity of your camp and the absolute assurance that its claims and promises will be fulfilled is essential. You cannot hope to inspire faith in what you are selling unless you have an unwavering faith in it yourself.

Fourth, you must believe in yourself and in your ability to present your camp in such a way that parents will want more than anything else

the benefits of *your* camp for their children. Unless you believe in yourself, you cannot hope to get others to believe in you. Self-confidence is a prerequisite of all success. We never accomplish more than we believe we can. You may have a genuine interest in your prospects, you may know camping and have an unwavering faith in your camp, but without self-confidence in your ability to make others want what you have, and to do what you want them to do, you will fall down in your promotion work. The counselor who steels himself against discouragement, fortifies himself against disappointment, stiffens his will in the face of opposition, and never knows when he is defeated is the counselor who secures enrollments. Nothing fortifies against defeat like the consciousness that you are right and the knowledge that you are still on the offensive. A salesman must never retreat to a defensive position. From the beginning to the end of the interview, whether this interview lasts three minutes or three months, your personality and will are pitted against the personality and will of your prospect. There must, however, be no effort to dominate or coerce. A feeling of equality on the part of both is far more conducive to a sale than a feeling of superiority on the part of either. If your prospect feels decidedly superior, you cannot influence him. If he feels decidedly inferior, he gives a negative reaction that results in a refusal. Your prospect should feel that there is unanimity of purpose between you and him, a desire on your part to cooperate on his level and out of regard for his interests. When you have convinced your prospect that you have his deepest interests at heart you can win his confidence and sell him.

The counselor must think victory to the point where he will really be surprised when a prospect turns him down. He must never be disappointed, however. Disappointment has a disastrous effect on a salesman. You may feel puzzled and surprised to think that any parent could possibly fail to give his child the marvelous advantages of your camp, but no matter how many turn you down, never be disappointed.

Now if you possess the characteristics of truth, courtesy, resourcefulness, health, and will; and if you have a genuine interest in children, their education and training, and

(Continued on Page 30)



# The Group Work Process in Camping

## *Group Work in Camps*

By

LOUIS H. BLUMENTHAL

Past President, Pacific  
Camp Directors Association

EDITOR'S NOTE.—This is the last chapter of Mr. Blumenthal's excellent series on the group-work process as it applies to camping. THE CAMPING MAGAZINE is happy to have been able to publish this series on such an important subject. These chapters are to be published in book form and will be available in one volume in the near future.

GROUPS are central to the camp situation. Even where "rugged individualism" in the camp philosophy may tend to rule them out, physical necessity compels their formation. Not all campers can sleep in the same tent or eat at one table. They cannot all at the same time use the boats, ride the horses or engage in dramatics. It is one of the functions of group work to make these groups educationally creative by seeing that the basis of group formation resides not in expediency but in the needs of the individual and the group.

To a business manager, a group may merely be a physical aggregation of individuals subdivided for the convenience of management. To a group worker, a group is a psychological entity pulsating with sympathetic feeling, and with warm social currents of inter-relationships. He is purposefully concerned, among other things, with the organization, functioning and development of such groups on behalf of their educational values.

As with the principles of group formation, so with camp objectives and program; we have come a long way in the evolution of camping. For good intentions, wishful thinking and the uncritical assumption that exposure to camp was sufficient, group work is substituting a social philosophy, a scientific approach and sound techniques grounded in the teachings of social sciences. From such early camp objectives as removing the rich boy to the wholesomeness of the outdoors, away from the sophistication of summer hotels; "fresh air" outings for the poor boy; religious conversion; discipline; we have come to the threshold of a social, mental-hygiene objective of the adequate personality functioning successfully in group living. From

the earlier leadership of "good" men, athletes, and character (at all costs) enthusiasts, we have come to the understanding group leader and personal counselor. From the nurturing of the "soul," the building up of the body and perfecting in skills, we have come to the development of the whole personality in the whole situation.

In the early days, the individual approach took the form of punitive discipline, expulsion for infraction of rules, unreasonable deprivation of privileges. A camper was considered a problem when he did not do what he was told to do. He was labeled "yellow" when he did not perform feats of daring, strength and endurance.

Fun and eats held the camper together. It was not creative fun, however. It was considered great sport to give the victim a cold ducking under the pump or to toss him out of his bed into the lake "pajamas and all." "Today is Monday" was the type of song, the Minstrel Show the type of entertainment, "Soup to Nuts" the type of play. These were fed to the camper in about the same way commercial recreation is handed out to "the tired business man."

Activities and their techniques were exalted. A camp bibliography published in *Camps and Camping* twelve years back contained approximately two hundred titles, practically all dealing with activity and more activity. The list is remarkable in the almost complete absence of books on psychology, social psychology, mental hygiene, education, group leadership, camping education, camping and character.

However, there were many camps then with an enlightened perspective on their function. The foregoing review, which may not be entirely fair as a general statement, serves nevertheless to indicate how far we have moved from earlier conceptions to our present development of group work in camping. What is this group work in camping? If one were to risk over-



simplification by definition, group work in camp may be said to be a conscious, directive force, generated by the interactions of leader, camper, and group, aiming at the creation of a dynamic environment which will provide opportunities for the constructive release of the powers of the individual and the group. It is oriented to educationally sound objectives which include the maturation of the individual on all fronts—physical, mental, emotional, social. It relies for its effect on a creative combination of *all* the forces in camp residing not only in the leader, who is most important, but also in the camper, the group, the social process, the camp environment, and the program of activity as well.

The play given to the momentum arising out of this integration is what distinguishes group work as a process. In it the leader may be compared to a physician who in the practice of healing relies both on the course of nature and his techniques in modifying that course for the welfare of the individual. Or, changing the simile, he is like the engineer who, in the construction of a water reservoir above camp, employs the natural law of gravity. The water runs itself; it goes on its own momentum, although the engineer controls it by the diversion of streams, the construction of dams, the size of the pipes, and by general supervision. So with the group leader. He helps set the stage which makes it possible for individuals to propel themselves under their own power. He guides the process.

This is in sharp contrast to the authoritarian method which has its place under certain conditions in camp. Generally speaking, however, it makes of the individuals a slavish follower, dependent on the leader. It does not train in the practice of solving problems and in meeting of new situations. The reliance is on commands, obedience, indoctrination, punishment.

Group work creates a mood, perhaps best suggested by the warm emotional tone generated in camp community singing, with its glow of group feeling, its sense of unity and high morale. This is a much more difficult procedure. Greater skills are required. It must act against the resistance sometimes created when children like to be told what to do; when they do not know how or care to make choices; when leaders become lost without a fixed program.

The group-work process must be distin-

guished from the techniques used, although they are a part of it. These are aids employed in the creation of the dynamic environment. They are not ends in themselves but represent specific tools. They lead to economy of effort and greater assurance of results. Some of these techniques have to do with observing, evaluating, and utilizing individual and group responses; permitting the social process to unfold, leadership effacement; leadership assertion; use of social controls. More specific are those techniques having to do with the laws of learning, concomitant learnings, mental hygiene therapy for thwarted personalities, personal guidance, interviewing, group organization, group discussion, record-keeping, activity skills. The greatest of them all is that of psychologic insight or understanding.

A very necessary condition for a dynamic environment, which group work aims to establish, is the opportunity for fundamental drives to become expressed with satisfaction. There is the need of the camper for friendship, approbation, group association, adventure, for the satisfaction of curiosity, for new experiences. That setting which helps him in these satisfactions becomes meaningful and is charged for him with a compelling drive to act, to do, to live. It makes possible the joy of being alive which reveals itself in song, in rippling, wholehearted laughter, in ready friendliness, in helpfulness, in wanting to be in camp more than any other place in the world. It means joy in the hearts of directors, counselors, service men as well as campers. Camp then acquires the tang of life. It develops the camp personality, open, out-reaching, expansive, full of life and fun, tolerant, sympathetic. It induces a delightful sense of cautious irresponsibility. One becomes more aware of this camp personality in the contrast afforded by the "city" personalities of camp visitors, or newly arrived campers. Even here, a few days work the change.

"The days that make us happy are the days that make us wise" is a clue to the group work method in camp. Counselors, campers, do not desire so much to be good as to be merry and alive. Goodness has an excellent chance of thriving on such a foundation. Here at least are responsive hearts. If we strove as energetically for the creation of this happy atmosphere (an essential for a dynamic environment) as we do

*(Continued on Page 34)*



## Recent Publications and Articles

- Scouting, April, 1937. "Audubon Nature Camp," Lawrence E. Briggs. P. 13.
- National Humane Review, April, 1937. "Books For Very Young Readers," Frances E. Clarke. P. 8.
- Child Study, April, 1937. "Adolescent Drives and Parental Anxieties," Cecile Pilpel. P. 195.
- Touring With Tent and Trailer. Winfield A. Kimball and Maurice H. Decker. New York: Whittlesey House, McGraw-Hill Book Co., 1937. \$2.50.
- Camping and Guidance. Ernest Osborne. New York: Association Press, 1937. \$2.00.
- Creative Group Education. S. R. Slavson. New York: Association Press, 1937. Ready May 15. \$2.50.
- The Jewish Center, Vol. XV, No. 1 (March, 1937). Camp Issue.
- Bird Lore, 39:14-20, 1937 (Jan.-Feb.) "Building A Nature Interest," Dorothy A. Treat.
- An Analysis of Behavior Problems Emerging from A Camping Situation. Harry A. Meyering. Unpublished Doctor's Dissertation, University of Michigan, 1937.
- The Education Digest, April, 1937. "Adding A Camp to the Curriculum," Lawrence E. Vredevoogd. Complete article in Curriculum Journal, February, 1937.
- Parents Magazine, Feb., 1937. "Year-Round Value From Camp," James L. Hymes, Jr. May, 1937. "A Doctor Looks At Camps," P. M. Stimson, M. D.
- The Catholic School Journal, February, 1937. "Education for Leisure," Rev. Charles P. Bruehl.
- Association Boys' Work Journal, March, 1937. "Physical Fitness in the Summer Camp," M. J. Durdan; "The Camp At Howe," De Marche and Rogers; "A Religious Program in A Boys' Camp," R. C. Bowden.
- Character in Everyday Life, March, 1937. "What The Small, Short-Term Camp Can Do For Character," Richard D. Leonard. P. 34.
- Progressive Education, March, 1937. "Education As Growth: Some Confessions," Boyd H. Bode.
- National Sportsman, May, 1937. "Camping," Robert E. Pinkerton.
- Harper's Magazine, May, 1937. "What Questions Should Be Asked," Emma L. Schumacher.
- International Journal of Religious Education, May, 1937. "Come to Camp This Summer." P. 21.
- Hygeia, June, 1937. "Shall Our Child Go to Summer Camp," Pauline Z. Prescott.

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Transits and Sextants might have been used in organized camps these many years were they not so expensive, but the cost of these instruments is no longer a prohibitive item. A new type of Transit and Sextant has been produced especially for the use of camps and boys' clubs, the Transit selling for \$6.95 and the Sextant for \$3.50.

With this Transit the rudiments of surveying may be introduced—distances across water measured, straight lines run across the campsite, height of hills and trees determined, maps prepared accurately, etc.

The Sextant is equally interesting and valuable, and will be a welcome addition to the camp's sailing equipment. With it latitude and longitude can be determined, the angle of the sun and stars determined, horizontal angles obtained, etc.

These two instruments are a valuable contribution to camping. They are put out by the Educator Toy Company, Box 281, Bronxville, New York.

## Ernest Dennen

He swang onto the trail in 1893 when, as a young graduate of the University of Michigan, he entered the Episcopal Theological School at Cambridge. For forty-four years thereafter he followed the trail, ever upward and upward, and behind him clamored thousands of boys—*his* boys. The peak was reached in January, 1937—his earthly feet could carry him no farther; there his spirit left him and continued on to the other life. His boys were left behind, but his memory still leads and inspires.

Ernest Dennen was a boys' man—he believed in boys; his was the boy's nature; he sought out boys and boys sought him, trusted him, and followed him. From the small beginnings with boys and sailors in East Boston, the circle has widened and widened until it has encompassed the country.

Way back in the days when camping was new, Ernest Dennen was creating camps. His Camp O-At-Ka is a shrine to thousands of boys, young men, and middle-aged men who had the rare privilege of being with him there. All camping is better because of him, for he worked ardently and tirelessly for the cause through the New England Section of which he was always an active member.

Whether in camp or out, his energies have gone for the building of character and citizenship. He believed that boys seek more than sports, that they demand spiritual ideals, chivalry, poetry, religious faith. His beautiful outdoor Chapel in the Woods on Lake Sebago symbolized the central ideal of his philosophy.

Ernest Dennen is dead. Earth is poorer and heaven the richer thereby. Yet, let no man say that Ernest Dennen is dead! Thousands of men and boys the world around bear proof to the contrary. His handiwork is embedded in their personalities; they feel the irresistible urge of his leadership still, the uplift of his lofty spirit. He still leads thousands along the trail.





Courtesy The Dixie Camps

Great stone edifices, pointed Gothic ceilings reaching heavenward, windows radiant with many-colored glass—man-made all, and beautiful as man-made things go! But God's own handiwork has fashioned the architecture of the little open chapel in the woods! No Gothic ceiling can match the inspiration of the canopy of arching trees with the blue of heaven shining through, no tinted light from stained glass windows can equal the mirror-magic of sunlight on the water. Here in God's own temples gather reverent campers before a simple outdoor altar, deep in the heart of the woods.

Place the chapel in a beautiful secluded spot, steeped in woodland silence and radiant with woodland beauty. Perhaps in a thickly wooded nook, perhaps on a high inspiring point. Above all, keep it simple—just a few rustic benches before a simple rustic rostrum with a plain, rustic altar—man-made things unmake the majesty of the outdoor chapel.

At Camp Sequoyah, it's *Inspiration Point*; at Camp Becket, the *Chapel in the Woods*; at the Dixie Camps, it's *Chapel Island*; at Chimney Corners, it's the *Chapel by the Pine*. Beautiful spots all, dedicated to finer and nobler manhood and womanhood.

Courtesy The Dixie Camps



Cha



# Epels In The Woods



*Courtesy Chimney Corners*



*Courtesy Camp Wawayanda*

# Poison Ivy

## *Its Identification and Eradication*

By

VERNON A. YOUNG

Assistant Professor of Forest Botany  
New York State College of Forestry

OF ALL plant pests that grow in areas that might be desirable for camp grounds, poison ivy is the most dreaded. It has a very wide distribution, extending from the rocky seashore of Maine to the Gulf of Mexico. Poison ivy grows in all sorts of habitats. It is especially abundant in many parts of the United States in dry, rocky soil, in thickets along the edges of fields, woods, roads and paths where it may grow as a low shrub or spread over the ground. In the low, rich woodlands this plant may be a vine climbing trees by means of aerial roots. In certain regions of the South and Southwest poison ivy may invade the hardwood forests and grow up the tree trunks until it reaches optimum light conditions where it produces such an enormous foliage growth that it is difficult to recognize the species as the one so common in the open areas of the Northern States.

Botanically poison ivy is known as *Rhus toxicodendron* L. It has been erroneously called poison oak, poison creeper, climbing sumac and three leaved ivy. Toxicodendron, the species name, is composed of two Greek words that mean "poison tree." Poison ivy closely resembles two species of poison oak, *Rhus quercifolia* of the Eastern States, and *Rhus diversiloba* which is found in California, Oregon and Washington.

Poison ivy during the seasons of foliage production can always be identified by its alternate leaves, each with three leaflets, which may be somewhat hairy, or show a glossy or dull surface. The margins of the leaves may be slightly toothed, entire, or somewhat lobed. Small clusters of greenish white flowers are produced in the axils of the leaves. These develop into white berries by autumn and often persist all winter. Often poison ivy is confused

with the fragrant sumac and Virginia creeper, but the former produces red berries in terminal clusters and the latter has five leaflets.

As a rule everyone should avoid contact with poison ivy since susceptibility to its poisonous effect varies not only with the physiological condition of an individual but also with the condition of the plant. Some people, however, claim immunity from poison ivy over a long period of years. Recent experiments have shown that the external parts of the plant are not poisonous to the touch, but the sap from an injured part will cause poisoning. The poisonous principle can be transmitted, however, to a person coming in contact with certain objects such as tools, clothes, etc. carrying some of the poison. Animals are generally not susceptible and certain breeds freely eat it.

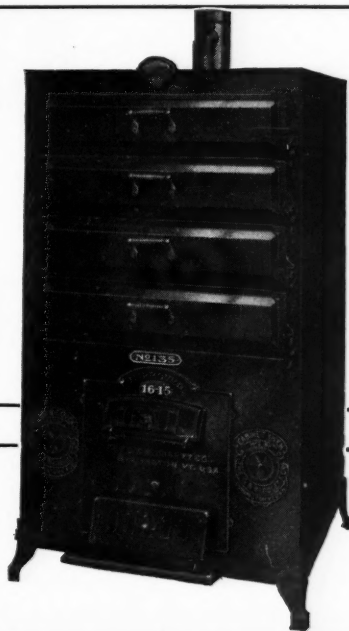
Several methods of treatment for ivy poisoning have been used in the past. Severe infection should be referred to a physician. Mild cases may be treated by washing or massaging the hands and face freely in a solution of 5 per cent iron chloride and in a half and half mixture of alcohol and water. A 5 per cent solution of potassium permanganate is also advisable. In an emergency thorough washing in hot water with plenty of heavy lather from an alkaline laundry soap is very good. Even washing with hot water is advisable when alkaline soaps are not available.

The complete eradication of poison ivy in and near camp grounds is not such a laborious task these days as a few years ago. Recent investigations have indicated that certain chemical sprays are highly effective in eradication. Spray the plants with a solution of 3 pounds of any kind of salt to a gallon of water, with an air pressure-sprayer as soon as the leaves have reached maturity. Repeat when the new

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leaves mature. Several applications may be necessary or even more than one season may be required by such treatments in order to kill completely all plants. Other sprays, such as calcium chlorate, or sodium chlorate (1 pound of either in a gallon of water) may be applied but these are often very dangerous on camp grounds. Both will severely injure or kill the vegetation other than the poison ivy that they might touch while sodium chlorate may become highly inflammable under certain conditions.

Excellent results have been obtained recently by the use of automobile lubricating oil when thinned with either kerosene or coal oil until thin enough to spray. Commercial weed killer preparations may also be effectively used.

The quickest and, no doubt, the surest way of eradication of poison ivy is by grubbing it up. It is often possible to secure the services of people who are practically immune to ivy poisoning to do such work. The ivy roots must be cut to a depth of several inches below the surface of the soil in order to prevent its further appearance.

Poison ivy seeds are widely distributed by birds. Many birds eat the fruits and the seeds

pass through their digestive tracts uninjured and readily germinate during the desirable growing season. Therefore, camp groundkeepers should always be on the watch for new poison ivy plants each spring and destroy them before their root systems are well developed.

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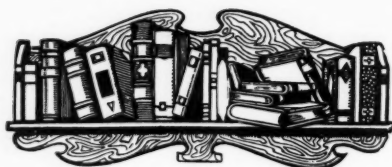


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## Book



## Corner

**Feeding Our Children**

By Frank Howard Richardson, M.D., F.A.C.P.  
(New York: Thomas Y. Crowell Company,  
1937) 159 pages, cloth. \$1.00.

Dr. Richardson needs no introduction to the general public, particularly not to the camping profession. A child specialist of wide reputation, his hobby of writing for laymen as manifested in his dozen books and many magazine articles has made him a well-known name among parents. His sincere interest in camps for children and his constant desire to aid in the perfection of organized camping have won for him the high esteem of the camping profession.

*Feeding Our Children* is an important book to all who are responsible for the diet of children. It is a brief and authoritative summary of the principles of nutrition and the application of these to the different age levels. We hear of the vitamins, the calories, the main classes of food, and the balanced diet. We are given practical advice regarding the daily food for babies, and then chapter by chapter, for all ages up to the college level.

The book is so clearly and understandably written that the average reader will find it decidedly to his liking. Scientific information is skillfully translated into terms that all can understand, and set forth in such a way that it becomes interesting reading.—B.S.M.

**Northland Footprints**

By Kenneth Conibear (New York: Charles Scribner's Sons, 1937) 339 pages, \$2.50.

Charles Scribner's Sons must have set out deliberately to serve camp directors and outdoor leaders, for it is hard to see how so great a contribution could have been made by chance—within one month they have given us three great books on animals, and if any three books of recent printing deserve place in a summer camp, these three do: Grey Owl's *Sajo and the Beaver People*, Chapman's *Beaver Pioneers*, and Conibear's *Northland Footprints*.

Like the others, the present volume introduces us again to the Beaver people, and through them we meet the whole community of woodland folk from the small muskrat to the mighty moose. And although dealing exclusively with animals, few dramas of human relationships are half as impressive as this realistic tale of the Canadian North-west. All of the elements that go to make an exciting yarn are here—love, fear, hate, envy, heroism, mother love, devotion, fidelity, cunning. Fiction, yes—but based on carefully observed facts, recorded during long periods of dwelling with the

silent furred peoples of the Great Slave Lake region. Here is nature information in generous quantities, presented in gripping and compelling fashion.

These swiftly moving pages take us to that land of little streams and little lakes, where dwell shy little folks whose loves, hungers, feasts, fights, sadness, gladness, deaths become vividly real as they are played upon by Winter, Summer, the Snows, the Winds, the trapping of man, and the Great Disease. And all is combined in a unified plot that moves to an exciting climax.—B.S.M.

**Camping and Guidance**

By Ernest G. Osborne (New York: Association Press, 1937) 192 pages. \$2.00.

This looks like the Number 1 book of the year for camp directors and counselors. It deals with the modern camp, the *individualized* camp, and it shows the processes by which such a camp operates. Many are the camps that give lip service to progressive education—the jargon is well known and much repeated—but there is little understanding and still less practice. Here is a book on *practice*—it assumes the theory and tells how it is made to operate.

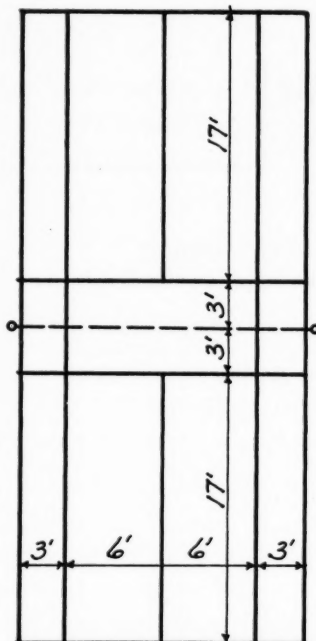
By many camp directors, the child-centered, individualized type of camping is considered good for the small camp but not for the large one (for some reason or other, it is all too often considered good for some other director's camp but not for ours). This book presents the techniques of making it work in a large camp, tells how the author makes it work in his camp of over 200 campers.

Two assumptions are fundamental in the modern camp: (1) an individual's activities must be determined by that individual's *interests*, and (2), the program must be so constructed as to develop in the individual the capacity to make *choices*. Minus compulsory activities and such incentives as honors and awards, this book tells how interests are determined and the ability to choose intelligently developed.

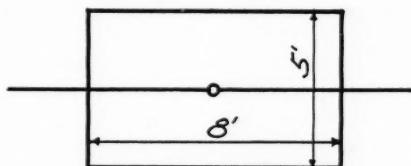
No such scheme in camping will operate by merely turning the campers loose in an environment replete with equipment and leadership for interesting activities. From start to finish, guidance is necessary—guidance of every individual whether normal and well adjusted, or the opposite. Guidance is probably the crucial need in camping today. As the title implies, this is a book on the techniques of *guidance*.

Surely every camp director, regardless of his experience or training, will want this book—from the administrative standpoint, it is particularly significant and stimulating. And surely every director will want his counselors to read it.—B.S.M.

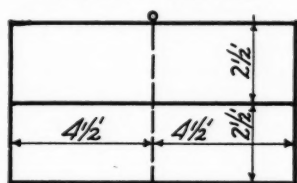
# USEFUL DIMENSIONS FOR CAMP.



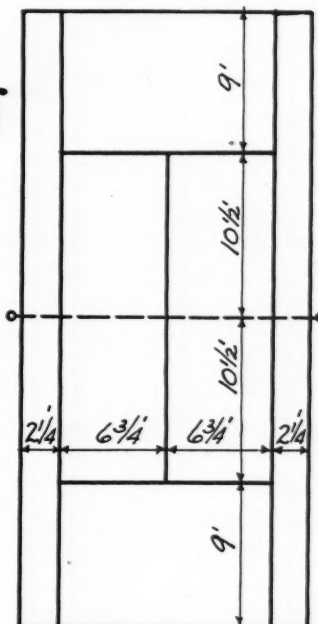
• DECK TENNIS •



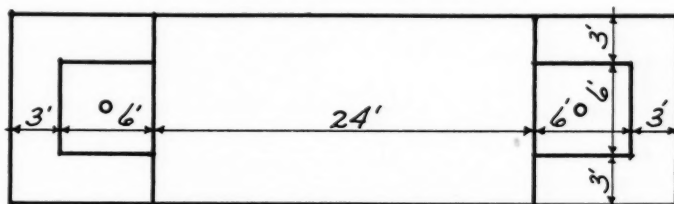
• TETHERBALL •



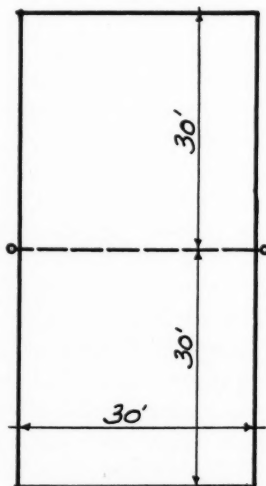
• TABLE TENNIS •



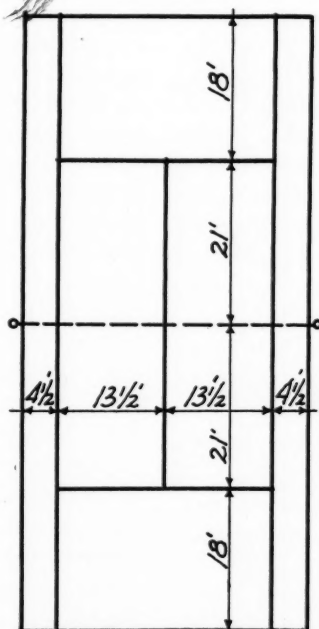
• PADDLE TENNIS •



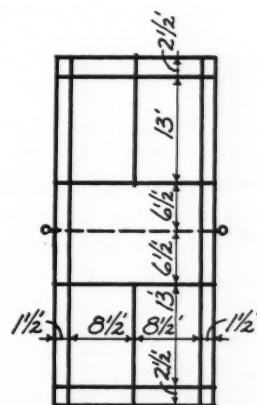
• HORSESHOE PITCHING •



• VOLLEYBALL •



• TENNIS •



• BADMINTON •

BROKEN LINES THUS  
— — — — —  
INDICATE NETS

## Seen and Heard

### **Matt Werner Elected President in St. Louis**

The St. Louis Section elected Matt Werner as its president for the coming year, to succeed Dr. F. H. Ewerhardt. Other officers elected are Merle D. Shippey of the St. Louis Boy Scout Council, vice-president; Capt. R. C. Wilson of the Lake Hubert Camps, secretary and treasurer; Mrs. Leslie W. Lyon was elected member of the Board of Directors.

### **Dr. Vinal Joins Faculty at Massachusetts State College**

Dr. William G. Vinal, better known to the camping profession as "Cap'n Bll," has recently been appointed to the faculty of Massachusetts State College, Amherst, as Professor of Nature Education. Formerly of Western Reserve University, Dr. Vinal has spent the past two years as a traveling specialist in nature education for the National Recreation Association.

### **Strong Faculty Armament for Southern Counselors Training Institute**

A faculty of nationally known figures is announced by C. Walton Johnson for the Southern Counselors Training Institute, to be conducted at Camp Sequoyah, June 15 to 29.

Ernest Osborne, Ph.D., of Teachers College, Columbia University, will conduct courses in "Personal Counseling and Guidance," and "Principles and Methods of Camp Leadership." Miss Genevieve Lawler, founder of "The Woodchuck," a school of arts and crafts, St. Louis, will instruct in arts and crafts. E. M. Hoffman, naturalist from Berea College, will direct the nature lore training. In charge of woodcraft, campcraft, and hike will be Henry Woodman from Asheville School for Boys and Scott Dearoff of Franklin and Marshall College, both accomplished woodsmen.

Bernard S. Mason, Ph.D., Editor of the *Camping Magazine*, will spend the first week at the Institute, instructing in various approaches to programming, activities, evening programs, Indian lore, etc.

In addition to the permanent faculty, a number of special lecturers will participate in the instructional program.

Any counselor or person desiring camp training may attend the Institute. Information may be obtained from C. Walton Johnson, Weaverville, N. C.

### **Canadian Camp Directors Consider Enrichment of Life in Inspiring Conference**

In one of the most inspiring and significant conferences in Canada camp history, nearly three hundred Canadian camp directors gathered at Toronto April 9th to 11th, in a conference that had as its theme, "The Enrichment of Life Through Camping." As guest speakers were Fay Welch and Dr. Bernard S. Mason from the United States, and as guest entertainer, Jim C. Stone from Cincinnati. Mr. Welch talked on "Nature Lore Methods," and "A Singing Camp." Dr. Mason's three lectures were "Changing Horizons," "The Message of the Redman," and "The Road to Romance." Jim C. Stone, working with Dr. Mason, presented demonstrations of Indian dancing.

Stuart Thompson and a staff of backwoods experts staged a demonstration of outdoor camping, and Mary Edgar and a staff of assistants presented a demonstration of evening activities under the title "By Campfire and Candlelight."

Taylor Statten is president of the Canadian Camping Association and was in general charge of the conference.

### **Campcraft Conference in Maine**

A four-day intensive Campcraft Conference for adult leaders, sponsored by the Maine Camp Directors Association, will take place at Camp Blazing Trail, Denmark, Maine, from June 22nd to 26th. The purpose is to develop the woodcraft and campcraft skills and knowledge of conservation required in the program of the Junior Guides of Maine. Through a series of tests, a boy or girl, camping in Maine, from the ages of 14 to 21, may receive a certificate with rating "Junior Guide of Maine." The conference will deal with the subject matter of this program under the following headings: 1. Campcraft: a. fires, b. campsites, c. cooking; 2. Canoeing; 3. Fishing; 4. Woodcraft; 5. Riffing; 6. Forestry; 7. First aid.

Miss Eugenia Parker is chairman of the committee and Director of the Course, other members of the Committee are Phillip Cobb, Dr. Marjorie Johnson, and Mrs. Nell Barnes Knorr.

The cost of the course is \$25.00, including board lodging and tuition. It is a non-profit undertaking. After May 31, applications will be accepted from directors of camps in other states than Maine who



would like their campcraft counselors to attend. Address: Miss Eugenia Parker, 30 Edmunds Road, Wellesley Hills, Massachusetts.

#### Nature Guide School in Massachusetts

A six-week course in nature guiding will be conducted from July 6th to August 14th by the Massachusetts State College, the course to take place in a camp setting at Mt. Toby Demonstration Forest. The purpose of the school is to train leaders in nature activity for such positions as camp counselors, range naturalists for National Parks, scout naturalists, etc. The course will be directed by Dr. William G. Vinal. The course may be taken either on a credit or non-credit basis.

Tuition will cost \$2.00 a week for non-credit students and \$5.00 for credit students. Board and room will cost \$12.00 per week. Information may be obtained from Director of Summer School, Massachusetts State College, Amherst.

#### Pacific Area Produces Valuable Camp Findings

A significant set of findings growing out of the annual conference of the Pacific Camping Association have been made available by this Association in mimeographed form. Roy Sorenson and Charles E. Hendry cooperated with the Pacific directors in the conference, which took the form of a work session on camp standards. The findings deal with camp practices in five areas of camping: (1) staff personnel; (2) health and safety; (3) program building; (4) supervision; (5) development, control, and use of social forces.

This document may be obtained from R. W. Simcock, 220 Golden Gate Ave., San Francisco.

#### Group Work Institute in Session at Cleveland

Opening May 31st, the Group Work Institute conducted by the School of Applied Social Sciences, Western Reserve University, will continue until June 19th. The Institute features four courses in group work by the faculty, under the general leadership of W. I. Newstetter, Director.

#### Roland H. Cobb Takes Over Presidency of New England Section

Succeeding J. Halsey Gulick, Roland H. Cobb became president of the historic New England Section of the American Camping Association at its recent meeting for election of officers. Under Mr. Cobb's enthusiastic leadership, this section should continue to stride forward and expand both in numbers and in effectiveness.

#### Promotion Folder Available

Copies of a new folder describing the objectives, organization, etc., of the American Camping Association are now available on request.

**WHERE HEALTH IS THE  
PRIME CONSIDERATION**



Fresh air—comfortable accommodations—good food—cleanliness—these are the qualities demanded by vacationists whether at the shore, the country or the mountains—whether they stay in hotels, camps or cottages.

By compacting the surface and eliminating dust from walks, drives, paths, tennis courts or other areas, Solvay Calcium Chloride assures cleaner living quarters, kitchens and dining rooms and cleaner shoes and clothing.

The natural appearance of earth, clay or gravel is not changed by treatment with Solvay Calcium Chloride. This low-cost treatment also does not stain, is clean, odorless and harmless. It may be applied by hand or spreader just as it comes from the package (in small white flakes). It does not affect shoes or other equipment. Write for complete information on

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# Swapping Ideas

## Swapping

"Swapping" necessitates giving as well as receiving. All camp directors and counselors are after new ideas and all have some original ideas to give to others. This page is a monthly clearing house of ideas that have worked in camp. Comprised of practical, workable ideas and new wrinkles, it can be the most useful page in the magazine. To make it possible, all directors and counselors are invited to send in their ideas—jot them down in brief articles of 100 to 500 words in length.

## Maps Add Interest to Trips

Whenever we start off on a camping trip a topographic map is a very important part of our equipment. We have studied it ahead of time to see where we are going and we consult it frequently as new vistas appear at a turn of the road. We use them, too, for exploring. Whenever an alluring road leads into the woods, we find out whether it is just a blind road of the woodcutter or whether it is a possibility for adventure. We have discovered much of the unexpected by having these maps with us. For carrying them we use small cases of transparent celluloid about five by six inches in size. There are two pieces of the same size held together with adhesive tape on three sides and one side left open to slip the map in. These go into our sweater pockets or in our kit cases and are very easily carried. For the canoe trips we make large cases about twelve by eighteen inches, as the question of transportation is not involved.

Another interesting addition to our equipment is a box of pastel crayons. Many a girl who has never attempted anything artistic finds herself drawing the sky-line from the hilltop or a particularly beautiful tree where we are having lunch. Any good results are posted on the bulletin board.

—Emily H. Welch,  
Camp Wabunaki

## Safety in Tetherball

Tetherball has always been a popular sport with our boys but the game carries with it certain hazards both to the human frame and the tennis rackets. In their excitement the players sometimes get too close together and *bang* would go a racket on the other fellow's head; or, *zip*, and the other fellow's racket has some strings broken! A frame of boards around the pole put an end to such "disasters" and really added interest to the game. This frame is two feet high, five feet wide, and eight

feet long. The two players station themselves outside the frame on the eight-foot sides, and the game proceeds as usual.

A. A. Jameson,  
The Dixie Camps

## Comfort in the Straw

Our boys brought blankets and ponchos and lay on the floor for the evening programs. This gave me an idea. I built another building, omitted the wooden floor, put two feet of straw on the ground, and my, my, my, how the boys enjoy lying in the straw and watching the performance—or taking a nap if the show is not interesting enough to keep them awake!

—A. A. Jameson,  
The Dixie Camps

## Permanent Nets for Pingpong Tables

Nets on camp pingpong tables wear out quickly, become so stretched that they sag, have to be adjusted constantly, and in general are annoying and expensive. All such grief can be eliminated by replacing the net with a hardwood board one-half inch thick, of the height of the net ( $6\frac{3}{4}$  inches) screwed to the table. Once in place the "net" is permanently fixed for several years to come. The board should be painted the same color as the top of the table except for a half inch strip of white across the top on each side.

## Pup Tents That Give Protection

The ordinary, old-style pup tent is like Horace Kephart's definition of substitutes for tobacco—"either a little better than nothing or a little worse." Wide open at one end and often at both ends, they offer a constant invitation to hordes of mosquitoes to come in and partake generously of a buffet supper. Without groundcloths, they offer no protection below, and the open ends offer little defense against rain.

To send campers out on trips with such equipment seems like a deliberate scheme to prevent their happiness and enjoyment of the expedition. No camper should be asked to sleep in the woods without mosquito protection, and no tent is acceptable unless it provides such protection 100 per cent. Furthermore, no tent is worth hauling along unless it erects a barrier to moisture in all directions—below, above, sideways, backwards, and frontwards—and this no matter what turn the weather takes.

Tents of the pup-tent type that fill this bill have

## MORE CAMPS USE CAPE COD BOATS

### HERE ARE THREE REASONS WHY

First, Cape Cod has prepared for your use a description of proven water sports and race events for Cape Cod Boats which any counselor may direct. Where fleets of our sailboats, such as Tern, are established for regular racing, Cape Cod presents a race trophy free like that illustrated. Where fleets of Double Enders are started for the 6 to 12 year olds, Cape Cod provides medals free. Send for our special bulletin if you are interested.

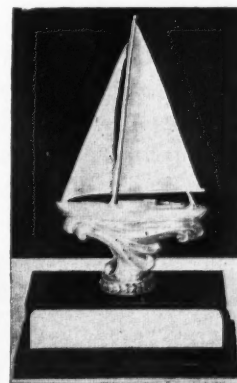
Second, Cape Cod's Playboats fit your budget. They are priced at \$19.95 to \$126.50. They are sturdy, practical and safe—suitable for all ages. They include types to be paddled, rowed, sailed or used with an outboard. Cape Cod builds larger boats, too, and a special 12 foot sail-row-outboard boat for the Sea Scouts.

Third, the men who run Cape Cod belong to well known yacht clubs where they are interested in junior sailing and racing. As boys, they went to camps. They sail, race and fish themselves. Their children are going to camps. So they know your problem whether your camp is on a lake or salt water. They are glad to make this experience available to you in the selection of proper types of boats.



**TERN**  
(Above)

**DOUBLE  
ENDER**  
(Below)



A Cape Cod Boat cannot sink even when filled with water. More Cape Cod Boats are raced and sailed at boys' and girls' camps, yacht clubs, schools and resorts than those of any other builder. For over a generation Cape Cod Boats have been well and favorably known throughout the United States.

### PLAY BOATS

**LANDING FLOATS  
SAILBOATS**  
7 to 28 feet long

Send Today for Our New, Large Catalogue  
**CAPE COD SHIPBUILDING CORP.**  
BOX W, WAREHAM, MASSACHUSETTS

**DIVING BOARDS  
ROWING SKIFFS**  
7 to 14 feet long

been on the market these many years, but they have been priced so high as to be prohibitive. Made of balloon silk or similar lightweight material and equipped with bobbinet mosquito fronts, they were designed, both in style and price, for the expert camper and explorer who can afford the best. It was apparently thought that the rank and file of the boy and girl campers were immune to mosquitoes and moisture.

Today, however, excellent low-priced pup tents are available that offer all that one's heart can desire—they are small and compact; groundcloth sewed in, closed at the back and closable at the front, with a heavy netting which snaps in place across the front opening. There is no crack or crevice through which the most ingenious mosquito can explore his way. These tents cost but little more than an ordinary pup tent. Tents of this type should be installed in all camps that feature trips in the woods.

An inexpensive tent of this type is manufactured by the Fulton Bag and Cotton Mills, Atlanta, Georgia.

### A Regrettable Error

The two pictures of boats in the lower half of the advertisement of the Cape Cod Ship Building Co. in the April issue of the *Camping Magazine*, (p. 24) were unintentionally interchanged. The cut in the lower right hand corner is the Tern Knockabout; the photograph in the lower left corner is the Baby Knockabout.

### SCHOOL OF EQUITATION SCHOOL OF ARCHERY

Each School offers an intensive Normal Course of Instruction under the best instructors available. Many Camp Directors require their riding instructors to take this Course, and a rating of third, second or first-class instructor earned at the Teela-Wooket School of Equitation is very valuable to those applying for positions. It is hoped that the new School of Archery may be equally useful in its field.

For further information address

At the Teela-Wooket Camp, Roxbury, Vermont,  
June 23-29  
Mr. and Mrs. C. A. ROYS, Wellesley Hills, Mass.

Please Mention The Camping Magazine; Our Advertisers Deserve Your Patronage



## With Our Advertisers

### Blodgett Ovens—

There's nothing like a good table to fill a summer camp! Everyone enjoys fragrant breads and rolls, hot from the oven; tasty cookies and cakes; delicious, crisp-crustured pies.

For summer camps, besides pleasing the boys and girls, home baked products made under careful supervision provide food that directors and parents know is healthful.

Blodgett Ovens are built exclusively to bake, and do better work than any range can do. They sear roasts, and bake beans to perfection! All kinds of muffins, cornbreads, rolls and pastries come out crispy brown and perfect.

Often the addition of an oven in a hotel or camp kitchen will improve all the foods served. The range is not over-crowded, and the chef can do full justice to everything. Blodgett Ovens have 2" insulation so that they keep the kitchen cool—an important feature for summer use.

Our wood and coal ovens have been famous for three generations, and because of their quality, economy, and rugged construction are ideal for country hotels and camps. Another important point for those located in the country—repair parts are always quickly obtained from our complete stock in Burlington. The G. S. Blodgett Co., Inc., 53-59 Maple Street, Burlington, Vermont.

### CCC Camps Improve Sanitary Conditions with Cloroben

The experience of the CCC camps in eliminating unpleasant odors in connection with their sanitary systems will prove interesting to all camp directors, since this is a universal camp problem. The medical supervisors of the CCC camps, particularly in the Eastern area, ordered the use of a chemical called *Cloroben* and thereby found many of their odor problems either solved or considerably abated.

In order to stimulate interest among campers in camp sanitation, an essay contest was started, which brought forth the following prize-winning contribution by Forrest S. Smallidge, 130th Company CCC, Fort Williams, Maine:

"For the past fifteen months I have been the Senior Leader in a CCC Camp. One of my duties is

to inspect the Camp, each day, with the Company Commander, take notes on irregularities and discrepancies, and see that they are corrected. The Camp Surgeon also makes an inspection and gives a report to the Company Commander, which is, of course, more on the sanitary line.

"In this particular camp we have a pit-type latrine. All Inspectors who visited camp complained of the unpleasant odor issuing from the latrine. This included District Inspectors as well as our Camp Surgeon. We constructed a ventilator shaft extending from the pit up through the roof, poured oil in the pit, and later constructed larger shafts. Conditions improved greatly, but an unpleasant odor remained in spite of all we could do.

"A short time ago District Headquarters issued a supply of CLOROBEN. Our worries were over! Immediately the unpleasant odor was eliminated. We still had an odor, but what a pleasant odor it was. It literally shouted clean and sanitary conditions. We are no longer ashamed to take an Inspector into our latrines.

A few days ago the District Commander, during his inspection of the camp, said we had the best looking latrine he had seen in the District. I feel sure it would never have been said had the old unpleasant odor remained.

"Thank you for CLOROBEN, and I hope the world soon realizes its indispensability for sanitation."

### Improved Camp Bedding by Specialists

For the past ten years the Woods Manufacturing Company Limited has been producing at its Ogdensburg, New York, plant the same line of sleeping robes for camp use developed by the Woods Company of Canada, where Woods Robes have been made for over a quarter of a century. Following the general Woods design which has been developed for Woods Arctic Down Sleeping Robes, Woods Robes are made in two styles, one being insulated with interlining of waterfowl down, the other with interlining of wool batt. The complete line consists of seven different robes, and in these there are two or three that are of special interest to summer campers. These are, in adult sizes, the lightest down insulated robes and the lightest insulated with wool batt. In junior sizes, they are the medium weight down insulated robe of best quality, and a special summer camp sleeping bag for juniors that is insulated with wool batt.

In the adult sizes, some specially attractive sleeping robes are available, in both the down insulated and wool batt insulated styles. For example, the Featherlite Robe, developed for mountaineering, is a neat and highly practical and satisfactory improvement in camp bedding which has an excellent success record. It has demonstrated its superiority over wool blankets on a dollar for dollar basis. The Featherlite is made in bag style, with Talon hookless fastening part way down on one side. Covering material inside and outside is close woven, light weight, water repellent, windbreaker Scotch Sail Silk. Interlining is selected down from Northern waterfowl in right angle diagonal tube quilting. This interesting bag comes in medium size only and is offered at retail at \$18.75.

An adult sized down insulated robe in the conventional Woods design, with Talon fastening all the way down one side, and pure wool flannel lining, retails at \$32.00.

In the wool batt insulated robes, the Ranger for adults is styled like the Downlite, with Talon fastening down one entire side, and is lined with 16 ounce wool mackinaw in an attractive six-color plaid design. This style is priced to retail at \$20.00. For junior the popular Woods design is the Snug Bag. This comes in bag style, with attached pillow, and covered with close-textured Palmetto drill, olive drab color. The lining is strong, serviceable doeskin. Hookless fastener extends part way down one side—bag is easily reversed for airing. Light, comfortable, roomy, hygienic—keeps youngsters protected, prevents drafts and kicking covers off. Priced to retail at \$9.00.

Woods Sleeping Robes and Bags are known for high quality materials and workmanship, backed by a guarantee of satisfaction.

### CAMPING PLANS

The Girl's Camp - - - \$1.50  
Abbie Graham

—for the director and counselor.

Camps and Their Modern  
Administration - - - \$1.00  
Hazel K. Allen

—for the business manager.

### THE WOMANS PRESS

600 Lexington Avenue  
NEW YORK, N. Y.

### FOR EVERY CAMP

#### SOCIAL GAMES for RECREATION

By B. S. MASON and E. D. MITCHELL

In a little over a year, this comprehensive volume has become the standard reference handbook for leaders and play directors. Containing over 1200 games and activities for all kinds of social recreation classified according to age levels, when and where to use the various selections, it is without any question of doubt the most practical book of its kind.

Third Large Printing...\$2.50

#### ACTIVE GAMES AND CONTESTS

By B. S. MASON and E. D. MITCHELL

This book, a companion volume to *Social Games for Recreation*, offers over 1800 games and activities of the more vigorous type. It is primarily planned for the athletic director, playground leader, etc., who desires a wide selection of this type of activity from which to choose. The material is divided into five sections; I, Contests between Individuals; II, Contests between Groups; III, Goal Tag, and Combat Games; IV, Team Games; V, Water, Winter and Mounted Activities.

Third Large Printing...\$2.50

#### SPORTS FOR RECREATION

Compiled by the Staff of the Department of Intramural Sports, University of Michigan.  
E. D. MITCHELL, Editor

No physical education library is complete without this veritable encyclopedia of recreational sport. The sports described and illustrated are: Archery, Badminton, Baseball, Basketball, Bowling, Boxing, Canoeing, Equestrian, Fencing, Football, Golf, Gymnastics, Handball, Hockey, Horseshoes, Lacrosse, Rifle, Speedball, Soccer, Squash, Swimming, Tennis, Track, Volleyball Winter Sports, Wrestling, etc.

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Send for Complete, Illustrated Catalogue  
of Books on Sports, Recreation, Etc.

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## HAND CRAFTS

### For Camps

The most delightful of Hand Crafts is the decoration of articles which have a practical use for gift, home or yourself. Inexpensive—easy—fascinating.

PAYONS (the new Painting Crayons)

are most practical for your color work. You buy one medium—you get two.

FREE—Send for free packet with latest ideas for Hand Craft, catalog of articles to decorate, and easy instructions for coloring.

SPECIAL OFFER—Generous assortment of craft articles consisting of wooden plate, mat, hinged box, buttons, buckles and 1 box of Payon painting crayons, Postpaid \$1.00. Order now.

#### CAMP LEADERS!

If you need teachers for Art and Craft classes, we can put you in touch with capable, experienced teachers anxious for summer work. This service is free. Just write

THE AMERICAN CRAYON COMPANY

Sandusky, Ohio

Dept. CM-5

## Counselor As Promoter

(Continued from Page 13)

know camping thoroughly as an educational service for youth, and if you have an unwavering faith in your own camp and a firm belief in your own self, you are ready to prepare yourself for the personal interview. There are five psychological steps that must be mastered if your interviews are to result in camp enrollments.

First, you must secure the *attention* of your prospect; second, you must establish confidence in yourself and in your camp; third, you must *educate* your prospect as to the value of camping and of your camp in particular. If these three steps are taken successfully, your prospect will *desire* a camping experience for son or daughter. This desire under skilled direction will lead to *volition*—the act of signing the application.

Never proceed with the presentation of the merits of your camp until you have secured the *active attention* of your prospect. If the interview is a result of an appointment, you will already have the attention when you arrive at the home or the office. If the interview must be attempted without an appointment or a special introduction by some friend of your prospect, then you must resort to some method of securing attention immediately upon meeting your prospect. An attractive camp catalog with good pictures of the camp will help, but an album of selected and beautifully colored pictures of the camp is a far more effective device for securing attention. Camp catalogs are so strikingly similar that they do not arouse as much curiosity, and are, therefore, not as effective as a special set of colored pictures which your prospect has never seen.

As soon as you gain the active attention of your prospect, proceed immediately to establish confidence in yourself and in your camp. In fact, you begin to establish confidence the moment you enter the office or home. Your bearing, your dress, your manner, your handshake, your voice all create an impression, and will either make it easy or difficult for you to establish a real confidence in yourself and in your camp. No thoughtful parent is going to entrust son or daughter, mind, soul, and body, for a period of two months to you or to the camp you represent, unless he believes you are worthy and able to assume this tremendous re-

sponsibility. Unfortunate indeed are those counselors who are representing camps that were established as hobbies, summer pastimes, or commercial ventures. Fortunate is that counselor who represents a camp that was founded as the life work of some man or woman of education, ability, and character, with a genuine and objective interest in the education and training of youth. In presenting your camp as worthy of confidence be careful not to promise too much. Never guarantee that a camper will be satisfied. You may guarantee a suit of clothes, or an automobile to give satisfaction, but you can never be sure that any camp will satisfy a child with changing desires and unpredictable emotional reactions.

Before your prospect can greatly desire a camp for his child, he must be educated as to the real benefits and values of a camping experience. Here is where most counselors fall down. They can show camp movies and distribute camp printed matter, they may be able to talk glibly and authoritatively about buildings and equipment, and about what takes place in shop, athletic field, and lake, but when some discerning, well educated parent wants to know about the educational philosophy underlying the camp program and to what extent the camp has a free choice, non-competitive program, and an unregimented camp life; or why the camp does or does not have a system of artificial awards; or how participation in camp activities is motivated, the average counselor is completely stumped. Counselors doing promotion work should learn enough about the different educational philosophies, the formation of character, the psychology of motivation to talk intelligently on these subjects. The counselor who can explain how behavior difficulties resulting from social and emotional maladjustments are dealt with successfully is equipped to sell the parent who needs help with such problems. The counselor who can carry on an intelligent conversation on child psychology, mental hygiene, and the problems of adolescence will have little difficulty convincing parents that his camp can deal intelligently with problems in child guidance.

Let us assume that you have successfully gone through all of the first four steps of the interview and that all you need to do now is to secure the signature on the enrollment blank. If you have established confidence in yourself



and in your camp, if you have thoroughly educated your prospect as to the real values of camping, if you have created in the heart of the parent a great desire to give his child this opportunity, then if you *believe* he is going to do it with all of your soul, you merely have to hand him the application and tell him to sign it. This is the way camp enrollments as well as all other sales are made.

## Setting Standards

(Continued from Page 5)

consensus of camp people themselves may be the way to discover desirable standards.

### III

May I come back, before closing, to a further elaboration of the value and importance of camp directors taking responsibility for the development of standards that may undergird the entire camp enterprise.

I think of no single move which would do more to make camping worthy of its claim to educational importance than this. If we pursue in collective fashion this task of formulating standards, the common, basic factors in effective camping which underlie its diversity will surely be found. Moreover, there will be tangible evidence of the kind educators cannot ignore as to the genuineness of our educational purposes and the reality of our educational practices.

We shall also have, in the formulation of camp standards, something which will permit camping to speak with a single voice about the education of parents and the public about the place of the summer camp in modern society. In the years of our reckless glorification of the values of the summer camp—any summer camp—we helped to produce a naive, trusting public who too easily accepted our enthusiasm for camping in general, unqualified by such discriminating factors as we are now introducing in the name of standards. Of our sins, whether of ignorance or unwise optimism, we now repent. And our repentance must take the active form of working energetically and cooperatively to educate and re-educate parents about the objectives, the program, and the leadership of the modern camp. With skill and frankness we must tell them about these standards which camp people have set for themselves. We must inform them that neither the

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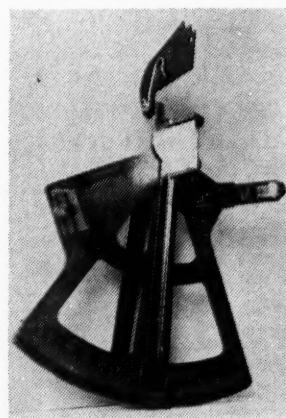
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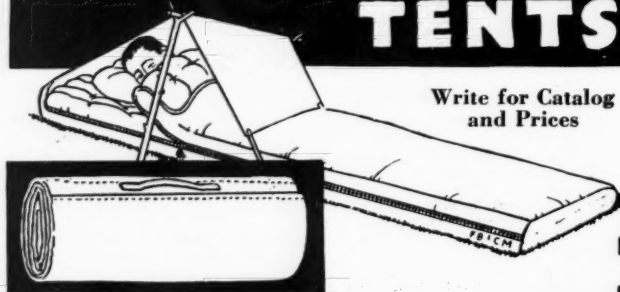
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amount of the camp fee nor the name of the organization operating the camp gives any clue to the quality of the camp when measured by what happens to boys and girls. We must help them to identify the elements of a good camp and to recognize when they are present or lacking in a particular camp. To this task we must bring the best devices of modern education and publicity, literature, speech, radio, and soon (I hope) the moving picture.

But the spearhead thrust of our advance toward higher standards in the summer camp must come chiefly from those who, like yourselves, are primarily responsible for the operation of camps. The initiative and the responsibility for the formulation and the adoption of desirable standards should come from camp directors, camp committees, and other staff personnel. Discovering desirable practices and conforming to them should be a compelling concern of the practitioners of any profession. The community will, and must, take an active interest in camping standards, but we must be ahead of public sentiment and legislation. We should be actually moving public opinion toward fuller appreciation of good standards by our concerted efforts.

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### Health and Safety

(Continued from Page 7)

ever, it is usually possible for him to keep the position filled by an appointee of his own choosing, either one of his students or an interne of his hospital who is graduating or who is entitled to a vacation.

This camp physician is on the ground the whole time, except for the occasional unavoidable absence from camp on his infrequent times off. He is available for first aid, minor injuries and illnesses, and the daily sick calls and the daily sanitary inspections that are such an important part of his job.

3. There should be another full-time person, in order to make this plan work most efficiently. This is the trained nurse, without whom no camp should attempt to function. It is not necessary to detail her duties here, except to stress the fact that she is not to serve in any sense as camp doctor, and is to be definitely subordinate to the camp physician. Needless to say, they shall never be absent from camp at the same time. The infirmary is their joint responsibility; and here even supposedly slight illnesses

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and minor injuries had better be detained for observation. An invariable rule should be that no camper is allowed to spend the night in his shack, if he is ill enough to have to have meals taken to him. Any camper with a temperature as high as a hundred degrees had better go to the infirmary for observation.

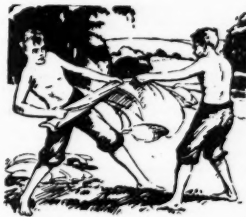
4. Another cog in the smooth-running medical machinery of the camp remains to be spoken of,—several cogs, perhaps. The consulting physician should make sure of the location of several practitioners near enough to the camp to be available for consultation and aid; and also of the location of the nearest available hospital that he can recommend. Among these men there ought to be one or more general practitioners; a surgeon; an oculist; an ear-nose-and-throat specialist; and a dentist.

It is quite obvious that all of these are probably not to be found in the nearest little country town. But it is also quite obvious that any one of them may be needed in a hurry; and that it is the part of wisdom to know beforehand where each of them may be found, and that each of those who may be called on is eminently suitable for the work he may be required to perform.

The camp physician is to be instructed that he is to feel perfectly free to call for assistance in any but the simplest and most obvious cases of illness or injury. Parents will not resent this, nor the obligation to pay a reasonable fee for any services that may be rendered by these men. They will on the contrary very seriously question his neglecting to call for aid from older and more experienced men, when anything occurs that is in the least bit questionable, or looks as though it might be serious.

Without going into more detail here, there is one thing that should be called to the attention of every nurse, camp physician, local physician or specialist, and camp consultant. That is, that the giving of serums, such as anti-tetanus serum for the prevention of lockjaw and anti-venin for snakebite, is rarely if ever so emergent that it should be done without first communicating with the parents, either by long distance phone or by telegraph. The delay of a few hours is rarely dangerous; whereas there may be some very good reason why a camper should not take such an injection. If the camp physician or the local specialist feels that im-

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mediate action is absolutely imperative, he should at least get in telephone communication with the camp consultant, who must decide the question and take all responsibility.

If there are two things that parents are more anxious to be assured of than anything else in the camps to which they send their children, they are health and safety. They realize, however, that they are utterly unable to judge of these for themselves. If the director can point to his camp consultant, and let him bear the responsibility for the insuring of these two factors, he is doing the very best kind of promotion; he is also securing the best sort of protection against the most serious risks that beset the directing of an organized summer camp.

## Group Work Process

(Continued from Page 19)

ment and the rest, our gains would be greater. The one real fact is our emotions. As allies, they help to create the spirit of play which is permeating and lasting. Let us ask in an activity, then, the question of the camper "How did you like it?" at least as often as we ask "How well did you do?"

A dynamic environment is not rigid and unchangeable. It is only relatively fixed to the present needs of a community. It is in a state of flux. In it, wrestling with the physical environment becomes a fundamental experience. Every camper should have the chance to grapple with his surroundings, to change it, subdue it, improve upon it, or just to battle with it. Consider how camp is ideally suited for this. Contrast it with a hotel. Unlike camp it is a complete fact; the youngster vacationing there cannot change it. In camp, he can dig ditches, cut through new roads, fell trees, build a dam, construct a raft, level off a playfield, remove rock and timber obstructions, divert a stream; in short, if opportunity is afforded, to change, in a period of time, the face of camp. Camp has

or should have undeveloped areas calling for improvement. It then presents the age-old challenge of the frontier. The changes the camper makes in turn change him. It gives him a feeling of power, of success in overcoming obstacles.

The paradox is that while believing in such a pioneer situation, camp is tending away from it. The present trend is towards a permanent site; permanent buildings, that will hold up for a long time; elaborate equipment that cannot be tampered or experimented with; large staff in charge of operations. Camper dish-washers, waiters, ground police are being replaced with paid workers, caretakers and ground men.

What is being stressed in this discussion is the significant part the social and environmental processes play in group work. It is the experimental content of the camp program that gives camp the advantage over other forms of group work. Good group work in camp, then, calls rather emphatically for a de-institutionalizing of camp; i.e. for its forced delivery from the hands of machine civilization which is holding it in captivity. It calls for a correction of the growing artificiality in it. And camp is meeting this challenge in the establishment of primitive sub-camps away from camp, wilderness camps, extended hiking, riding, canoe trips, night-outs, and so on.

For it is in these units that the group-work process and the social process can function richly without the hampering institutional demands and restrictions. Camp is restored to its original meaning, a temporary lodging place in the field. On a pack trip there is primary living experience. There is the thrill of the struggle against wind, rain, storm and cold. Fish are caught to be eaten; swims taken to keep clean; duties accepted to keep going; firewood gathered, food prepared, horses hobbled, tents pitched in order to meet the needs of a life-situation. Program activities as such are absent and hardly missed. In camp, sometimes there is so much program that campers do not have a chance to live. In these smaller units, the curriculum is the experience itself. Having something at stake, the camper more readily takes on responsibility and is more responsive to the group.

For the social process is a stream of experience arising out of the interactions among people. It is outcome and stimulant at one and the same time. It converts latent interests of the

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individuals, when thrown together, into currents of energy. It liberates, moves on and forward, is self-propelling. Group work in camp has its greatest ally in it. The many situations in the group to which he is responding help fashion the camper's behavior and attitudes. Where the process does not make a positive contribution, it is up to group work to change the conditions of the social setting leading to more satisfactory relationships. Group work vitalizes the process when necessary. It facilitates interstimulation which accelerates mental activity, helps to discover new interests, reveals the individual to himself objectively against the background of the group. It helps him in his adjustment.

We are confronted with a number of questions when we think of adjustment as an objective in group work. By it do we mean training the camper to conformity, or educating him to decide what is the wise course for him in any situation? If the former, what are we going to do about the conflicts that arise between the individual's personality and his conforming behavior? If the latter, are we to encourage him to cut loose from accepted social standards? Is he to be trained to the society that is, or to a new order of society? In social action, is he to be trained to take his place as a middle-of-the-for improvement in skills, character developer, to the left or to the right? To what extent should he be encouraged to be in the group, and yet not of it, so he can be saved from the crowd mind and be liberated in his thinking? What is the criterion?

A search for the answers to these questions tends to emphasize the importance of developing in each camper an ability to make wise choices in the light of the greatest good, a sense of responsibility for his acts, an increasing capacity to solve his problems with the insights that are his. In the last analysis, it is for the individual to decide upon the way he shall act and he can only learn to do so by practice. Group work throws the responsibility back on the camper. No one else can do the thinking for him. Rule-of-thumb precepts, perfunctory reactions cannot help him to meet new situations satisfactorily for life is too complex and its situations always present new angles. The questions further serve to emphasize the need for individualizing objectives for each camper, on the basis of his capacity and behavior patterns peculiar to himself. No two individuals can grow up in the same way.

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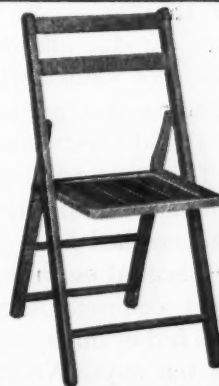
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## Let's Go Fishing

(Continued from Page 9)

kept the cabin clean, made their beds, and retired on time.

The campers were required to follow a definite schedule during the first two weeks. The camp director believed that planned activities would give the boys an opportunity to get acquainted with the various offerings of the camp. During this period I usually met three groups of boys daily for instruction in fly-tying, casting, and fishing.

I was not over-worked at my hobby, with the result that there was time now and then to play a little tennis or baseball, or to take part in water sports. In addition, all counselors had one day off each week. On such days we enjoyed the use of canoes, sailing canoes and kayaks, tennis courts, the shop, and the darkroom.

After-dinner duty was always interesting as we supervised and took part in canoeing and sailing if the lake was calm. Sometimes we enjoyed a twilight baseball game, followed by moonlight bathing, or we spent the evening at the main lodge watching a camp play or a sound motion picture.

Trips to nearby lakes and streams started the third week. At first our fishing trips were only one-day affairs, as many of the city boys were not sufficiently hardened for over-night camping. But gradually the trips were lengthened and several real campers were developed.

The most important fishing trip during the summer was to a ten-thousand-acre timberland tract, owned by a paper company from which we secured permission to fish and camp. Another counselor, six boys, and I packed two cars full of duffle, camping equipment, and food for ten days. We started for the wild regions

north of Moosehead Lake. The first night we found a splendid camping site on the Penobscot river near the Canadian border. The next morning we fished the white water below Canada Falls. The trout were hungry and struck savagely at our flies. Sometimes they struck and shook the fly loose before we could set the hook. At nine o'clock we prepared our first meal of fresh-caught trout. The trip was a success!

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